

PRESENTATIONS: DEVELOPING EFFECTIVE PRESENTATIONS

5-D



Job Performance
Situation 5:
Promoting the Vision of
Head Start

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



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REFERENCE

This activity develops skill competencies in *making presentations*. Participants will learn how to plan and design a presentation, using visual aids and support materials. They will be able to develop a graphic presentation of quantitative and qualitative data; and they will know how to adapt and use good “platform skills,” identify and overcome speaker fears, and critique a presentation.

Related skill activities include 5–C, Conflict Resolution: Understanding the Elements; and 7–D, Program Monitoring and Self-Assessment: Collecting Data Using Multiple Sources.

Sources. Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion. 1993. Washington, DC: U.S. Department of Health and Human Services. *Linking Our Voices Facilitator’s Manual.* 1996. Washington, DC: U.S. Department of Health and Human Services. *Community Partnership Training Program, Presentation and Facilitation Skills Workshop, Participants Manual.* September 1993. Washington, DC: U.S. Center for Substance Abuse Prevention.

OVERVIEW

Presentations: Developing Effective Presentations

Outcomes. Participants who complete this activity will be able to

- describe the elements of effective presentations
- use two models to plan and design a presentation
- select appropriate visual aids and support materials
- adapt four kinds of charts to use as needed for the graphic presentation of quantitative and qualitative data
- practice the three components of good platform skills
- apply strategies to overcome speaker fears
- use a checklist to critique a presentation

Materials. Newsprint and markers

Components

This activity can be done by one person, an informal small group, or a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Background Reading: Elements of Effective Presentations	20 min.
Step 2. Worksheet: Planning and Outlining Your Presentation	45 min.
Step 3. Background Reading: Getting Ready Handout: The Visual Element	10 min. 5 min.
Step 4. Worksheet: The Vocal Element (take-home assignment)	15 min.
Step 5. Worksheet: Observer's Presentation Checklist	20 min.
Step 6. Background Reading: Presenting Data in an Understandable Manner Handout: Charts Handout: Atlantic CAP—Findings on the Status of Health	10 min. 10 min. 5 min.
Step 7. Worksheet: Designing Graphics and Text for Atlantic Cap Data	15 min.
Step 8. Summary	10 min.
Suggested total time	2 hrs. 40 min.

This activity contains 31 pages.

STEP 1. BACKGROUND READING: ELEMENTS OF EFFECTIVE PRESENTATIONS



Suggested time: 20 min.

Study the reading below. Feel free to highlight sections or make notes in the margin.

As a Head Start leader, you are responsible for ensuring that knowledge about the work is freely shared with the people involved. Often this sharing takes place on an informal basis in management team meetings. Sometimes the sharing takes the form of a planned presentation in a more formal or public setting—before a community group, a political body, the media, or a coalition. On these occasions you are a spokesperson for Head Start. What you say, how you say it, and your overall conduct will reflect on the organization and the Head Start program.

Of course, you will want to make a favorable personal impression. Arriving on time, dressing appropriately, and demonstrating knowledge about the group that you address are all prerequisites. Once you begin to speak, however, an effective presentation is essential.

I. FIRST DO SOME PLANNING

Before you begin to draft your presentation, ask yourself some questions about the event. Consider four areas: the audience for the event, the setting, the tone of the presentation, and your expectations of the audience.

The Audience

Who will be there? What brings this audience together? Are they members of a common local community? A common region? A common profession?

Is this a meeting of peers—people who share common roles and responsibilities? Or is it a diverse group that comprises people from different areas of work? How much will they know about your subject? In a state Head Start association meeting, nearly everyone will be familiar with Head Start. Among a professional group of early childhood educators, most will know a good deal about early childhood development, but only some will know Head Start well.

Suppose you are addressing a more diverse group. A local community meeting, for example, will bring together a wide range of people who all know the community well but from very different perspectives. In this case you will want to address the following questions:

- What can I take for granted that they know?
- What grounding must I provide?
- What point of view can I take—or must I avoid?

And you will want to learn the following:

- the size of the audience
- the age and gender of audience members
- their reasons for attending
- their education and occupation
- their cultural and ethnic background
- something about their attitudes and values
- past reactions they have had to the topic
- any specific audience challenges

The Setting

Will this be an intimate exchange with a dozen or so people sitting around a conference table? Is it a mid-size group of 25 to 50 people in a workshop, conference, annual meeting, or symposium? Are you part of a panel or a keynote speaker addressing a large audience of 100 to 1,000 people?

To choose the most effective presentation for the occasion, you will need to know

- the approximate number of people who will attend.
- the size and style of the room—amphitheater, meeting hall, or conference room.
- the time of the presentation—right after lunch, when people may feel relaxed? Or 9:30 in the morning, when they are drinking coffee and waking up?
- who will share the stage with you—people who share your view? Or people with a different perspective or even animosity? Will they be peers? Or someone who because of seniority, role, or reputation deserves special honor?

Eventually, you will want to check on facilities and equipment as well.

The Tone

Will your presentation be most successful if it is informal, conversational, and somewhat spontaneous? Or formal, carefully structured, and polished? Other things being equal, smaller can mean more informal, but other things are not always equal. A presentation to a dozen physicians or the five-person board of a local foundation may call for more formality and careful structure, for instance, than a presentation to 100 early childhood teachers.

This is not to say that the standards for purpose and clarity are lower for the early childhood teachers than for the physicians or the foundation board members. Tone is almost independent of content. It has more to do with a culture, an accepted and preferred way of interacting. The same material could be structured and packaged for an audience of physicians or early childhood teachers. But the cool, careful, factual presentation tone that would be most effective for the physicians might seem unduly academic and spare to the teachers. These teachers, who are accustomed to exploring many concurrent activities and dimensions of development in a classroom, may expect to see the same kind of vitality reflected in a discussion about early childhood.

A smaller or more informal setting more easily permits question-and-answer, a higher level of interaction, small group discussion, even small group activities. A large or formal setting usually does not accommodate interaction or much give-and-take.

Your Expectations

What do you want the audience to do as a result of your presentation? Are you trying to convey information alone? Or do you want people to take the ideas you present and find ways to adapt them or to incorporate them into their own work? If so, you will want to give them some suggestions.

When the purpose is to

inform the audience, the presentation provides data or information

stimulate the audience, the presentation is geared toward reinforcing and intensifying feelings already present in the listener

persuade the audience, the speaker expresses a viewpoint and works to prove it

activate the audience, the presentation is geared toward asking the audience to take action¹

¹ Adapted from *Presentation and Facilitation Skills Workshop, Participants Manual*. September 1993. Washington, DC: U.S. Center for Substance Abuse Prevention, p. H-2.4.

In any presentation a transaction takes place between the presenter and the audience. At its most intense, there is a transfer of energy, a way in which the speaker ignites the interest and motivation of the listeners so that they take away with them a changed view of what they can do in their work.

Not all presentations achieve that end, nor do they need to; but in even the most didactic lecture, a transaction takes place. If you speak only from your interests, your perspective, and seem concerned only with your own information, you will miss an opportunity to build a bridge to the audience and engage its members in what you have been doing. Often, presenters do not see it as their responsibility to reach out to the audience in this way. That is a missed opportunity.

You might build a bridge simply by allocating one part of your talk to proposing ways in which your audience might make use of the material you presented and by suggesting mechanisms through which people can exchange ideas with you later on.

II. ORGANIZING YOUR MATERIAL

Every good speech has an opening, a body, and a close. Some authorities on presentation skills suggest that for every one minute of speaking you need to spend one hour in preparing. Much of the preparation involves the construction of the speech itself.

The Opening

An opening should grab the listener's attention, give the audience a reason for listening to the remainder of the speech, and lead smoothly into the body of the presentation. Techniques for openings include

- an unusual fact
- a personal experience
- a quotation
- citing an authority
- an anecdote or story
- a rhetorical question
- a relevant joke
- a visual aid
- a reference to a current event
- an unusual definition²

² Ibid.

The Body

Research indicates that when information is organized, it is easier to understand and remember. This is why speakers so often begin the main body of the speech by saying something like, “There are three main points I’m going to make...”

Here are three ways to identify your main points and organize them:

- chronologically: using the sequence of events to develop the structure
- categorically: listing several categories of ideas to focus on (between three and seven)
- problems and solutions: posing the problems (more than one and fewer than six), then the solutions that were developed to address them

Whichever approach you choose, make the point, support it, and restate it.

The Close

The close lets listeners know that you are wrapping up. It should provide a logical conclusion to your opening and overall presentation. The most effective closes are stimulating, memorable, and well planned.

Closing techniques include

- a short story about your main point
- a quotation
- a poem
- a summary of the main points
- a rhetorical question
- a reference to the opener

A close should not introduce any important new material and should not be long. Once you signal that you’re winding up (“Finally,” “In conclusion,” “The last thing I’d like to say is . . .”) wrap up within a couple of minutes at the most. The words you use to signal will attract the audience’s attention. That’s to the good. But if you fail to carry out your side of the bargain, their attention will quickly turn to frustration, even irritation.

Review What You Learned About Audience, Tone, and Setting

Once you have developed an outline for your speech (see the Step 2 Worksheet), revisit what you learned about audience, setting, and tone. Determine what this information suggests about

- the best opening sentence to use
- the style of your delivery: formal or informal
- the points to emphasize
- the opportunities to build a bridge to audience members and speak to their interests
- possible activity by the audience or interaction between you and audience members

Plan Support Materials

Support materials like the following can enhance your presentation:

- slides
- transparencies
- newsprint
- videos
- handouts
- props

Each type has its advantages and its drawbacks, and not all work equally well in all settings. Videos can lend high energy and provide a common experience for a diverse audience. Slides are more cumbersome (they have to be arranged ahead of time and the room needs to be darkened), but they provide a sleek image. With transparencies you can keep the lights on, but the physical manipulation can be more unwieldy than with a slide projector and a good remote control. (PowerPoint presentations with an LCD panel let you compose slides and store them in the computer, then project them onto a screen when needed.)

Newsprint works only in small groups and scaled-down settings, otherwise, people cannot see the writing. Props may add welcome texture and warmth to a presentation; they also tend to be more compatible with an informal talk.

Handouts can be a plus, assuming that the distribution goes smoothly at the door, or that the group is small enough to have them circulate in an easy and timely manner. A handout that recaps the speaker's main points frees participants to focus on the speaker instead of taking notes. Handouts can also provide valuable background material in more depth. Important details that would be cumbersome or distracting if packed into a verbal presentation can be provided in a printed handout.

See Step 6 for presentation of quantitative data.

STEP 2. WORKSHEET: PLANNING AND OUTLINING YOUR PRESENTATION



Suggested time: 45 min.

Purpose: To enable participants to apply what they have learned about planning and organizing presentations.

Part I (15 min.) Think about a presentation opportunity in a local program, the community, the state or regional level, or the national level. Or think about a presentation to a church group, the PTA, or another community group. (If you prefer, you can choose one of the scenarios at the end of this Worksheet.) Answer the questions on the basis of the presentation you have chosen. If you are working in a small group, choose a presentation that you can plan together.

1. **The audience**

size of the group

their age and gender

their education and occupation

their cultural and ethnic backgrounds

something about their attitudes and values

their reasons for attending

past reactions they may have had to the topic

any specific audience challenges

2. The setting
size and style of the room

time of the presentation

anyone else who will share the stage with you

3. The *purpose* of your presentation

4. Implications of *audience* facts

5. Implications of *setting* facts

Part II (30 min.) Drawing on the Background Reading, and working as a group, outline the presentation for this audience and setting. If you are working in a group, continue to do the exercise together.

1. Possible opener _____

Planning check: Tone? Length? Relevance to audience?

2. Body of the presentation (3 to 5 main segments)

A. _____

B. _____

C. _____

D. _____

E. _____

Planning check: Tone? Length? Relevance to audience?
Include local anecdotes or illustrations:

3. Visual aids to be used (check those that you'll use; specify details)

slides _____

transparencies _____

newsprint _____

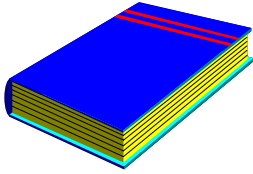
videos _____

handouts _____

props _____

PRESENTATION OPPORTUNITIES

1. You are a program specialist in the regional Head Start office. You have been invited to present information about the Performance Standards for Health to a state child safety conference sponsored by the state Department of Health. (Refer to Head Start Program Performance Standards as needed.)
2. You are a Family Services manager. You have been invited to present information about the Performance Standards to a community coalition in town (population 32,000). The coalition comprises social service agencies concerned with service delivery in the era of TANF. (Refer to Head Start Performance Standards as needed.)
3. You are a child development services manager. You have been invited to present information about the Head Start classroom, approach, and best practices to a state meeting sponsored by the National Association for the Education of Young Children (NAEYC).



STEP 3. BACKGROUND READING: GETTING READY

Suggested time: 10 min.

Study the reading below. Feel free to highlight sections or make notes in the margin.

I. HANDLING NOTES AND VISUAL AIDS

You need to decide how to handle notes during your presentations. Some people prefer to write out the entire speech (sometimes in capital letters), then highlight transitions and key points with a yellow highlighter. Others feel that they deliver the speech more naturally if it is never written out in its entirety. They prefer to make outlines, with some notes, on big index cards. This is a personal decision. Index cards may be easier to handle when you are standing up at a podium. They are less conspicuous than sheets of paper if you are standing there without a podium. If you do have a podium, keep the papers flat: then they are out of view and in the event that you are nervous, they do not rattle!

Some types of presentations really require that you read a complete document. Giving a paper, especially at an academic or medical conference, is an example. Even then, speakers sometimes distribute the entire paper to audience members and use air time to make a more informal presentation that summarizes key points.

You also need to decide how to handle your visual aids. Will you be operating the slide carousel? Or will a colleague do it, cued by your voice, a parallel script, or a small flashlight? Will you be moving transparencies on and off the machine, or will a colleague? Either way, going through the physical motions ahead of time is an important part of practicing.

II. THREE ELEMENTS OF COMMUNICATION³

Professor Albert Mehrabian, a highly regarded communications expert, conducted a landmark study of the relationship between the three elements of communication. He found that individuals' initial perceptions of one another's communication break down three ways:

³Ibid.

Verbal (what we say)	7 percent
Vocal (how we sound)	38 percent
Visual (how we appear)	55 percent

The Verbal Element

The verbal element consists of what words you choose and what you say. Consider the following techniques:

- *Eliminate words and phrases that weaken your speech.* If you feel strongly about your subject, use strong words. You may wish to avoid words and phrases like “perhaps,” “kind of,” and “sort of.”
- *Replace nonwords with pauses.* Nonwords include “uumms” and “ahhs.” Ask someone you feel comfortable with to say your name every time you use a nonword in a conversation. Your name will be a feedback tool and can help modify this often unconscious speech habit.
- *Use language that is vivid, simple, and direct.* Use single-syllable words instead of three-syllable words, one word instead of three. Do not use terms your audience may not be familiar with unless you explain them.
- *Use words that feel natural to you.* Do not use a new and more complicated vocabulary just because you are making a presentation.
- *Remember the doctrine of primacy and recency.* People tend to remember beginnings and endings and lose what is in the middle.

The Vocal Element

How we sound accounts for 38 percent of people’s initial impression, according to Professor Mehrabian. The voice conveys a great deal of information about the speaker. It can be tentative, suggesting a lack of confidence; or it can convey assurance. It can be used to add variety to a presentation and help the audience maintain its interest.

In using your voice, think about

- volume
- pitch and inflection
- pace and rhythm
- emphasis
- pauses
- loosening up
- clarity of pronunciation
- breath control

The Visual Element

Your body language needs to be consistent with your words. If it is not, your message may be unclear and people may miss or not believe what you say. See the Visual Element Handout for more information.

III. PRACTICING “PLATFORM SKILLS”

Facing Down Fear

It looks so easy sometimes—the effortless delivery of a talk by someone who obviously woke up that day thrilled at the prospect of making a speech. The skills involved in delivering a speech are called platform skills.

Excellence in public speaking is not an innate skill. Some people are born with natural abilities for giving speeches; but most good speakers are made, not born. They get there through hard work, practice, and experience. Even good speakers get nervous or experience stage fright. The physiological symptoms of fear (quickened pulse, rise in adrenaline) are the same feelings that Olympic athletes experience before they compete and set world records. These are physical signs that the body is gearing up to its most alert mode in the face of challenge or danger. It is more important to manage this kind of anxiety than to try to eliminate it.

Consider the following techniques:

- Acknowledge the fear
- Imagine a positive outcome through visualization
- Try body work: massage, acupuncture, exercise, yoga
- Rehearse the first few lines so they flow automatically
- Know your material well
- Know the setting ahead of time, if possible
- Do homework on the audience
- Think of the audience as your ally
- Look for the person who is nodding in agreement with you and talk to him or her

Practice, Practice, Practice

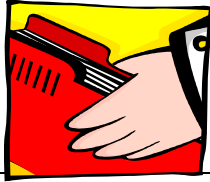
Once you have a version of your presentation on paper or index cards, it is essential to practice. Go in a room with a clock, close the door, and “go live” with it. Unless you are an experienced public speaker, this step is essential. You want to know, when you finally get up to give the presentation, that you have successfully—if privately—gotten through it several times already. The process will help you do the following:

- Get used to hearing your voice say the words out loud
- Work on the pitch and inflection you plan to use
- Get rid of the nonwords
- Time the entire presentation and the different segments
- Decide whether some parts need more elaboration and other parts need to be cut or reduced
- Practice making eye contact with individuals (in rehearsal, use the bookcase, the desk, the window as proxies for people)
- Check on your posture and sense of movement

Recruit a Colleague as Coach

If you can, and if you are far enough along to be comfortable with receiving constructive criticism, recruit a colleague, friend, or family member to stand by while you rehearse. Ask for feedback on your voice, body language and gestures, movement—your overall delivery. Ask about the tone and variety of your speech. Were you serious (or informal) enough? Did you need to shift gears somewhere and use an anecdote? It is enough for a coach to focus on your platform skills. You do not necessarily need to expect, or ask for, commentary on the content.

You can deliver your talk in front of a video camera and then review your own performance, but you may be hypercritical of your own performance. A coach may be more moderate and can suggest two or three things for you to focus on.



HANDOUT: THE VISUAL ELEMENT⁴

Suggested time: 5 min.

POSTURE

When you stand erect, balanced on both feet and with shoulders back, you convey an alert, enthusiastic, and confident manner. Lower-body posture is also important. Going back on one hip can distance you from the audience; rocking from side to side or going back and forth on heels and toes can distract the audience. Try standing against a wall with heels and shoulders touching the wall, then walk away. You will feel quite tall and straight, and this posture projects confidence.

MOVEMENT

Movement adds energy and variety to a speech. It can also reflect confidence. For practice, observe yourself on video, or ask someone to count the number of steps you take when speaking in public. Often we take half-steps. This can be seen as tentative. Practice consciously taking two steps in any direction, forcing yourself to move with apparent purpose.

EYE CONTACT

Use eye contact to establish rapport with your audience before you begin to speak. For small groups, make eye contact with everyone but only for a few seconds at a time. Any longer can make people feel self-conscious. For larger groups, make eye contact with one section of the audience at a time. But avoid developing a mechanical left to right, right to left pattern. By randomly alternating sections, you'll appear more natural.

HAND GESTURES

Gestures can be used for emphasis but should appear natural. Repeating the same gesture over and over can become distracting to the audience. If you gesture outward, turning your palms upward will convey a more positive feeling. If your audience is large, make your gestures larger for those seated in the back. You may have some nervous gestures without even knowing it. Invite a coach to point these out to you, then practice until you can make a presentation without including these gestures at all.

⁴ Ibid, p. HO-2.8(1).

STEP 4. WORKSHEET: THE VOCAL ELEMENT (take-home assignment)



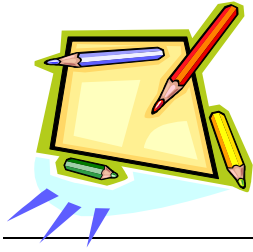
Suggested time: 15 min.

Purpose: To give participants a chance to experiment with modulating their voices to gain different effects.

The vocal element includes volume, pitch and inflection, pace and rhythm, emphasis, pauses, clarity of pronunciation, and breath control. Practice delivering the following four groups of sentences several times. Vary two or three elements each time. For instance, deliver sentence 1 in a high-pitched voice, speaking quickly, then in a low-pitched voice, speaking slowly.

Think especially about the intent of each sentence and the tone needed to deliver it effectively. Imagine how changes in the audience and the setting would influence your tone.

1. “The most important aspect of Head Start is its focus on families. By supporting families, we have the power to reach both parents and their children.”
2. “These findings clearly demonstrate the importance of the home visit in the lives of children. The teacher’s main place may be in the classroom, but for the Head Start teacher, it is also in the homes of the children she teaches.”
3. “The community assessment reflects increases in the number of people seeking mental health services, the number of alcohol-related deaths, and the number of low-birth-weight infants.”
4. “How can we change our communities if we do not improve the futures of the children growing up in our communities?”



STEP 5. WORKSHEET: OBSERVER'S PRESENTATION CHECKLIST

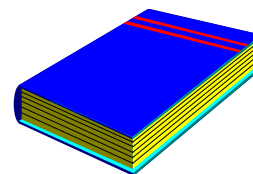
Suggested time: 20 min.

Purpose: To give participants an opportunity to apply what they have learned about presentation skills by observing one another's delivery and platform skills.

As participants take turns making a brief presentation, record your observations. Participants can use brief presentations they have already or part of the presentation your group planned with the Step 2 Worksheet.

Behavior Observed	Presenter 1	Presenter 2	Presenter 3
VERBAL ELEMENT			
▪ Word choice			
▪ Level of language			
VOCAL ELEMENT			
▪ Volume			
▪ Pitch and inflection			
▪ Pace and rhythm			
▪ Emphasis			
▪ Pauses			
▪ Clarity of pronunciation			
▪ Breath control			
VISUAL ELEMENT			
▪ Posture			
▪ Movement			
▪ Eye contact			
▪ Hand gestures			

STEP 6. BACKGROUND READING: PRESENTING DATA IN AN UNDERSTANDABLE MANNER



Suggested time: 10 min.

Study the reading below. Feel free to highlight sections or make notes in the margin.

A major challenge for Head Start leaders at the federal and program levels is to present statistical and nonstatistical data in a way that every level of staff can understand.

It is especially important to meet this challenge because data frequently describe the children and families in our communities and the forces that affect them. Hard, quantitative, factual data are often combined with information about the human factors involved in program implementation. Evaluation material is most credible when it combines both hard and soft information and shows the connection between the two.

Hard Data

- Facts
- History
- Statistics
- Goals
- Procedures and standards
- Time factors
- Quality
- Performance levels

Soft Data

- Feelings
- Opinions
- Attitudes
- Stresses
- Frustrations
- Intuition
- Gut feelings and reactions
- Behaviors

I. DEVELOPING GRAPHICS OR VISUAL PRESENTATIONS THAT DISPLAY DATA

The term *graphics* refers to the visual material that accompanies a speech or other presentation. Graphics include overhead transparencies, slides, videos, and handouts. Whatever the medium—a drawing, a chart, a schema of some kind—a graphic involves something other than words alone. A graphic can add interest to a presentation. It can show connections or comparisons in a way that is easy to grasp.

Here are some tips for developing effective graphics.

- Make them legible and intelligible.

- Make presentation graphics simpler and bolder than graphics used in reports. Think of the contrast between a billboard and a magazine advertisement.
- Know when words alone will do; for a simple message, a graphic is not necessary.
- The more graphics you present, the less people may remember; fewer is better.
- Use the right form of graphic for the message you want to convey.

Graphics are particularly useful for conveying quantitative data—especially charts. What follows is a brief explanation of four commonly used charts. (See the Charts Handout for examples.)

The pie chart shows percentages for the parts; the whole pie represents 100 percent. The Handout example shows Head Start enrollment by days and hours served.⁵ The eye can quickly see which slices are large, which are small. While the percentage is written on each slice, the sense of proportion, as much as the numbers, conveys the message.

The bar chart also shows information in relationship to the whole but in a different form. The Handout example shows the relative sizes of four demographic groups in a local Head Start program. The longer bars represent larger groups (white and African American); the shorter bars represent Hispanic and Asian groups. The chart could be modified to show enrollment numbers for each group.

The column chart is a vertical version of the bar chart. The Handout example shows dollar appropriations and numbers of Head Start children served.⁶ Like the bar chart, the column chart is well suited to showing how things are. It can also show how things have changed over time. For instance, the columns could represent the total annual appropriations of this program over five years: if the budget continued to grow, the columns would be taller year by year.

The line chart shows points along a path and unifies them by a line; that represents the direction of change—up, down, or stable. This type of chart is particularly useful for showing change over time. The Handout example shows the growth of a hypothetical annual Head Start budget in \$5,000

⁵*Creating a 21st Century Head Start: Final Report of the Advisory Committee on Head Start Quality and Expansion.* 1993. Washington, DC: U.S. Department of Health and Human Services, p. 5.

⁶*Ibid*, p. 6.

increments over five years. The line lets the eye easily follow the direction of change, in this case, steady growth.

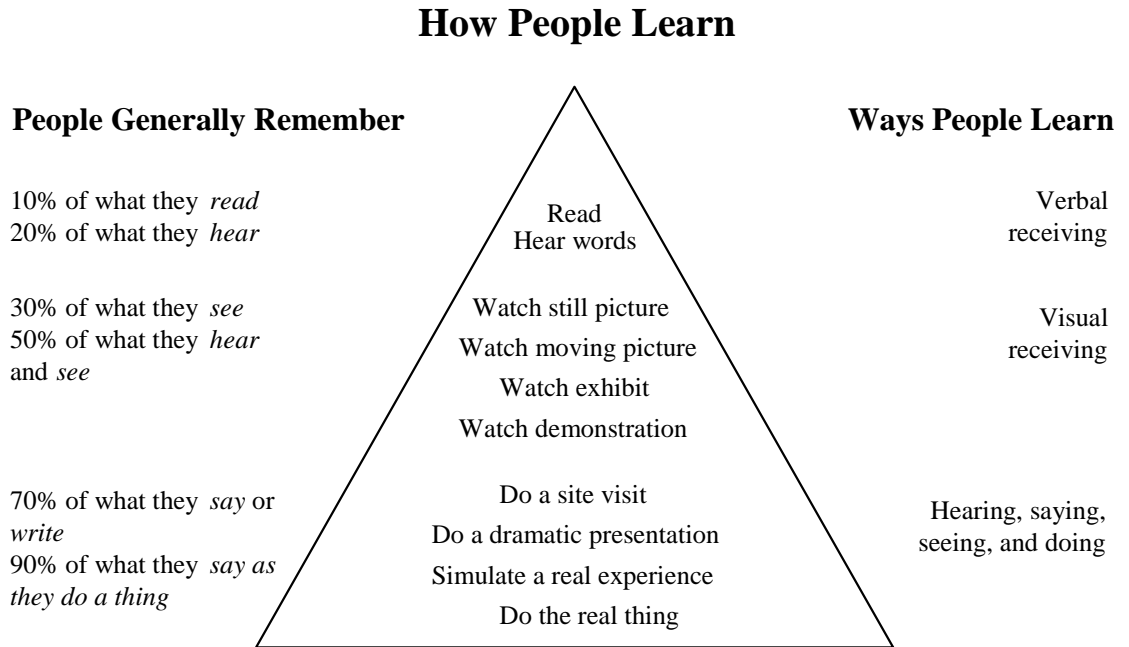
The kind of chart you choose to create depends on the nature of the data well as the conceptual construct for displaying the data. For instance, a pie chart would not be the right graphic for displaying information on budget increments in the growth of an annual Head Start budget.

II. DEVELOPING TEXT GRAPHICS FOR QUALITATIVE DATA

Text graphics can be used to display softer, nonstatistical, qualitative information. The key here is keeping it simple.

- Don't try to say too much in one graphic
- As with quantitative graphics, less is more
- Maintain as much white space as possible
- Use color to pique interest, not to detract from the message
- Avoid complicated language or unusual terms, particularly very scientific terms. Keep the language simple so that everyone will understand it. Use text to highlight the importance of the information and what it will mean to future program changes and planning.

The following text graphic, from the *Linking Our Voices Facilitator's Manual*⁷, uses text to create a memorable image.



⁷ Adapted from *Linking Our Voices Facilitator's Manual*. 1996. Washington, DC: U.S. Department of Health and Human Services, p.13.

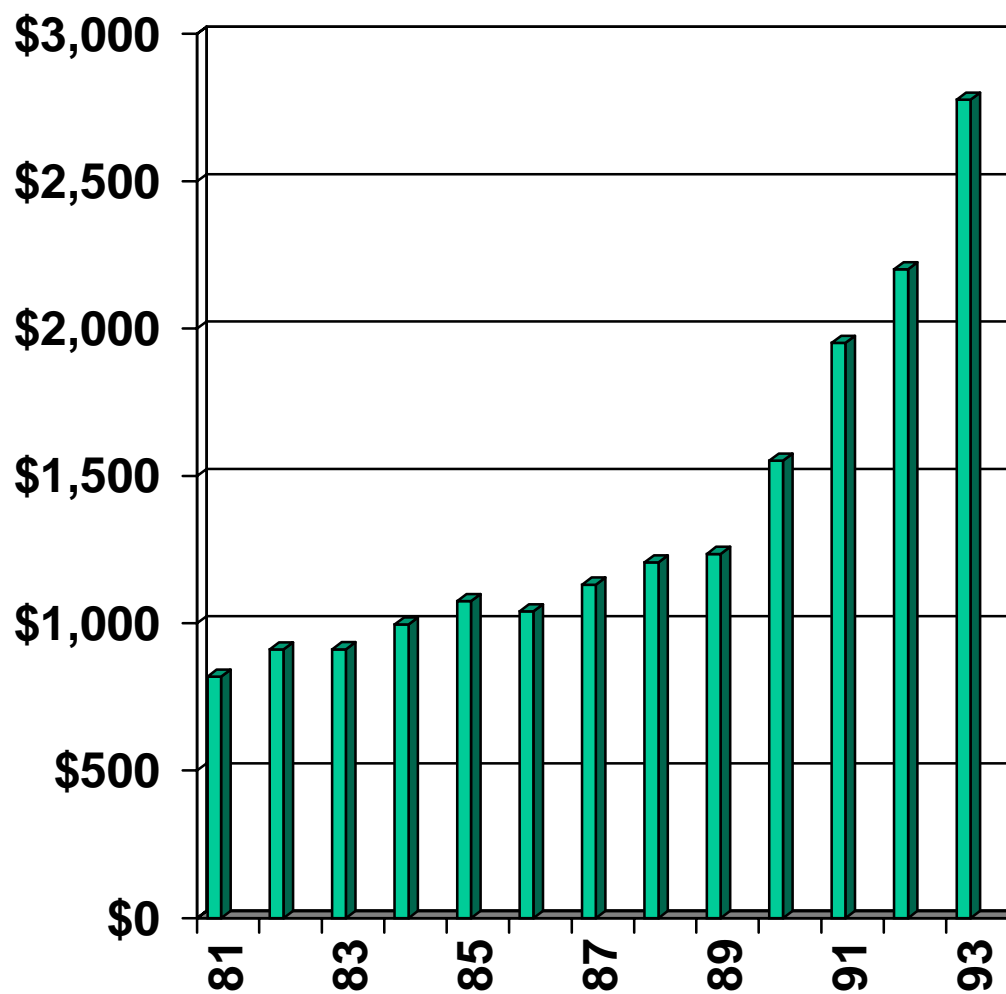
HANDOUT: CHARTS



Suggested time: 10 min.

Column Chart

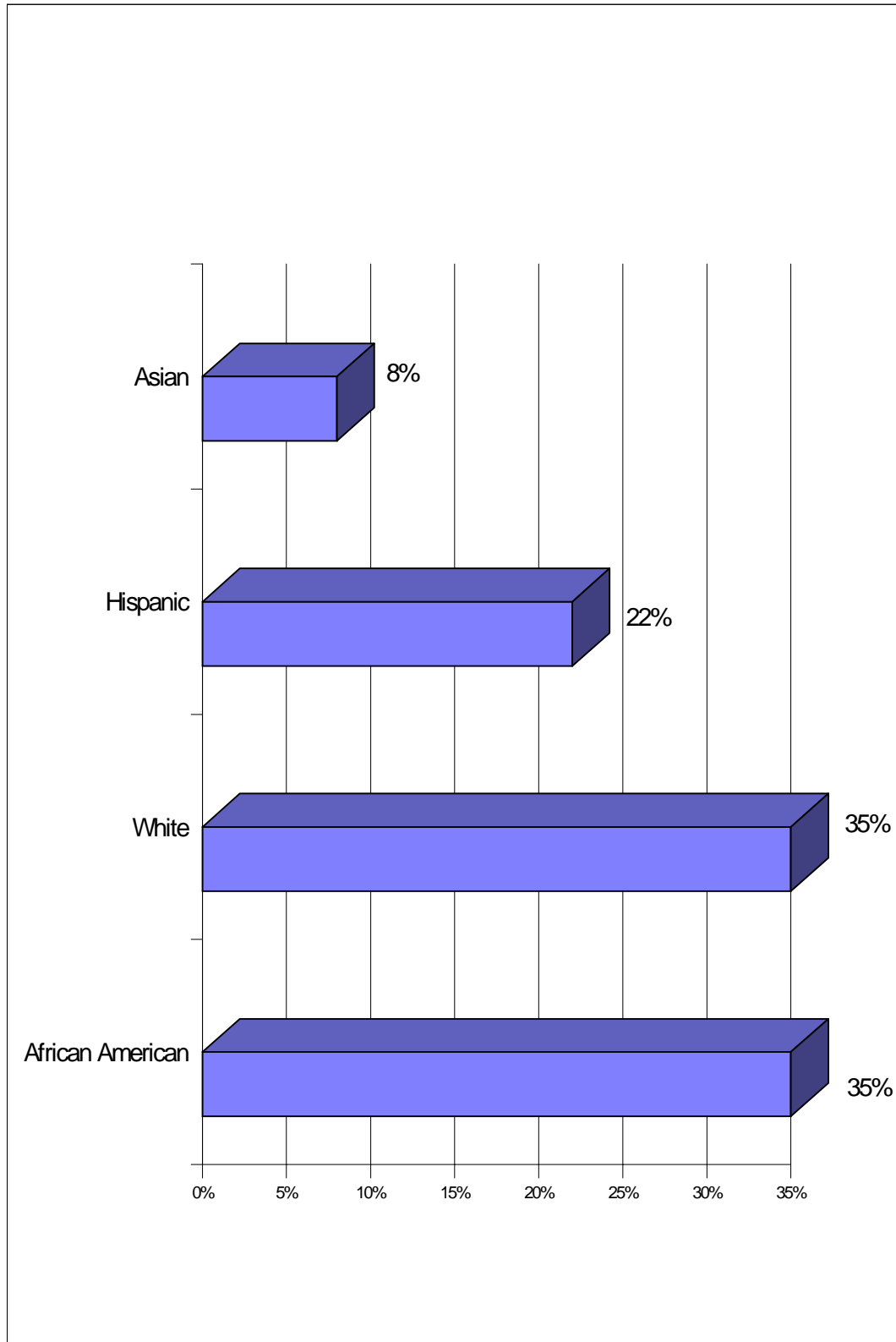
Appropriations in Millions⁸



⁸ *Creating a 21st Century Head Start*, p.6.

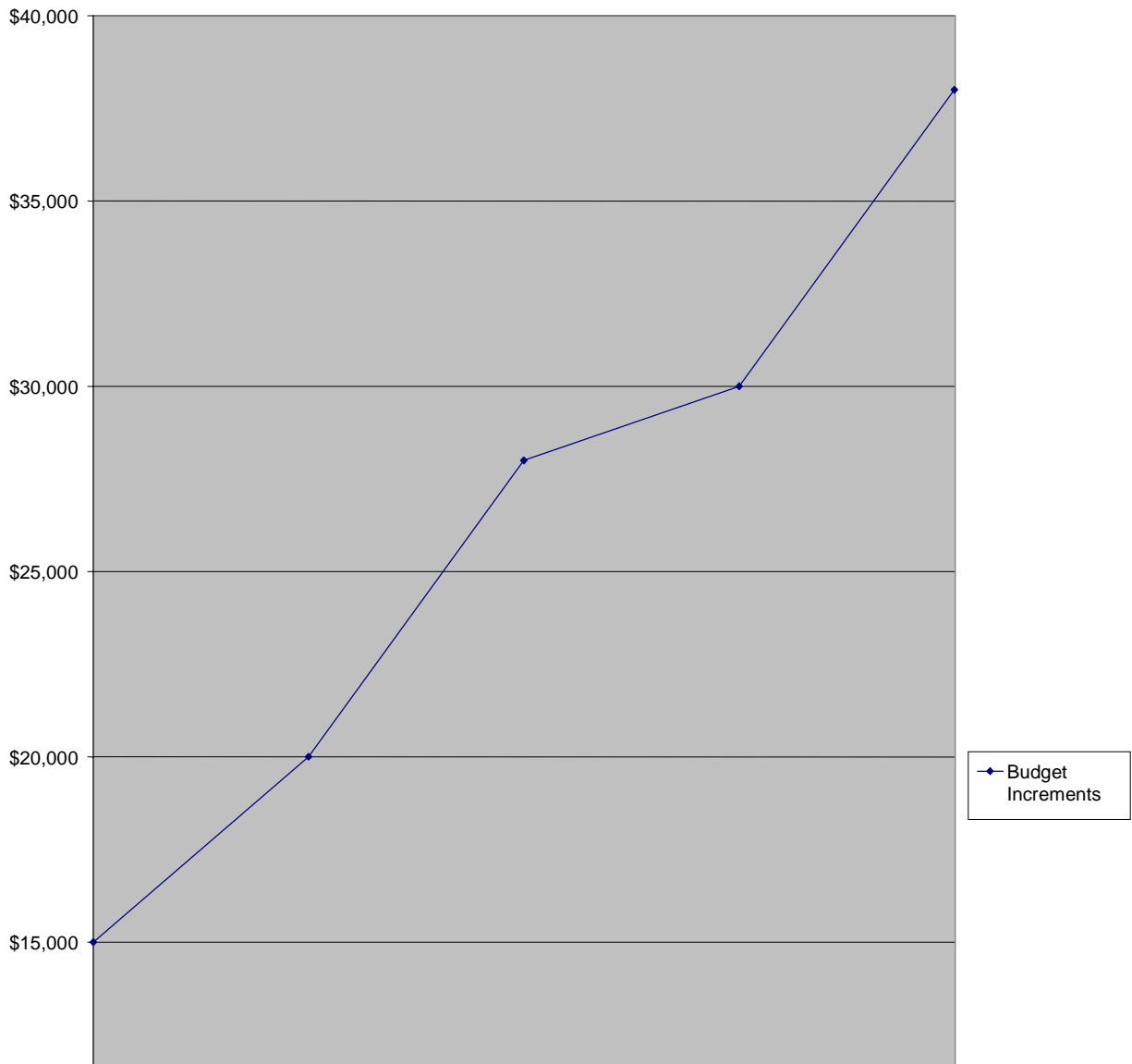
Bar Chart

Demographics of One Local Head Start Program



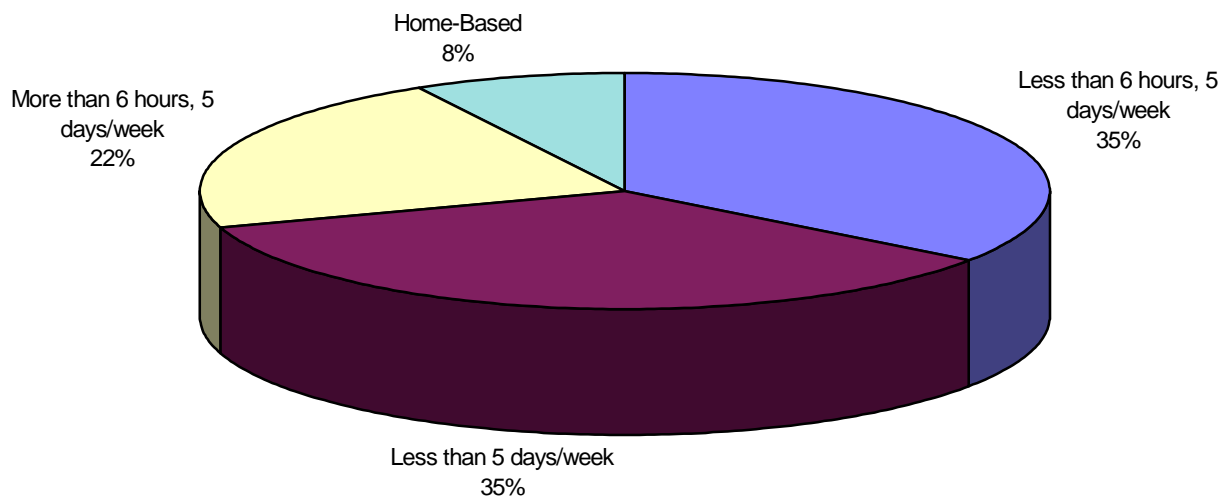
Line Chart

Growth of Hypothetical Annual Budget



Pie Chart

Head Start Enrollment by Days and Hours Served⁹



⁹ Ibid, p.5.

HANDOUT: ATLANTIC CAP—FINDINGS ON THE STATUS OF HEALTH



Suggested time: 5 min.

Review the following, then do the exercise in Step 7.

To learn the status of the health area in the Atlantic CAP program, project director Sookim looks at the PIR. She also interviews the health coordinator and reviews the PRISM instrument that the program used for part of its annual self-assessment; the community assessment; and the minutes of the Health Services Advisory Committee. Here is what she discovers.

1. From the PIR, she learns that medical screenings were completed for 163 of the 226 children who were enrolled in the program during the year. Dental examinations were completed for 171 children. The health tracking report shows that 10 of the children who are currently enrolled still need physicals. Eighty-six percent of medical screenings and dental examinations were completed within 45 days of a child's enrollment.
2. The PIR also reveals that 9 children have not completed prescribed medical treatment and that 6 children have not completed prescribed dental care.
3. The community assessment reveals increases in the number of people seeking mental health services, the number of alcohol-related deaths, and the number of low-birth-weight infants. The PIR reveals that 21 children from this year's program suffered from asthma and that 4 children had elevated lead levels.



STEP 7. WORKSHEET: DESIGNING GRAPHICS AND TEXT FOR ATLANTIC CAP

Suggested time: 25 min.

Purpose: To enable participants to apply what they have learned about presenting quantitative data in graphic form.

Part I (15 min.) Imagine that you are making a presentation to the board of directors of the Atlantic CAP. Your purpose is twofold: (1) to acknowledge that the data from points 1, 2, and 3 in the Atlantic CAP Handout indicate situations that need to be remedied; and (2) to assert that you want to increase the health and social services staff and are therefore asking for an increase in the proportion of next year's Head Start budget that will be devoted to health services.

Decide what form the visual component of the presentation should take. Use this page and the next to create text and one graphic to convey one of the information points.

Part II (10 min.) If you are working in pairs or a small group, discuss your work with others.



Step 7. Worksheet (continued)



STEP 8. SUMMARY

Suggested time: 10 min.

Key Points

- The importance of advance planning
- Elements of effective presentations
- Support materials and visual aids that can enhance your presentation
- Ways to plan and outline your presentation
- The importance of verbal, vocal, and visual elements
- Ways to present evaluation data and charts

Personal Review

What did you learn from this activity?

1. _____

2. _____

3. _____

How will you use your new knowledge and skills in your work?

1. _____

2. _____

3. _____

What other things do you think you might need to learn in order to master the skill of developing effective presentations?

1. _____

2. _____

3. _____

4. _____

5. _____

